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A bibliography with abstracts of 106 items from books and articles covers materials on education in the Maghreb countries of Tunisia, Libya, Algeria, and Morocco. Special emphasis is given to the two problems besetting the area's educational system: illiteracy and multilingualism. The entries cover philosophy and theory of education, administration, statistics, structure of North Africa's educational organization, elementary education and extracurricular activities, secondary education, vocational education, higher education, adult education, teacher training, teaching aids, religious education, fine arts education, special education, and international cooperation in education. For a related document see FL 001 170. (JH)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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Note: Each entry is marked with either A (Algeria), L (Libya), M (Morocco) or T (Tunisia), to indicate the country under consideration.

PREFACE

The Maghreb countries share, in somewhat different degrees, important problems that deeply mark their educational systems: illiteracy and multilinguism. Illiteracy is being reduced by spectacular scholarization efforts made since independence which emphasize results in the immediate future, thus meeting the requirements of modern society. Multilingualism necessitates frequent and disrupting reorganizations of curricula as the relationships between Arabic and French in Tunisia, Morocco and Algeria, and English, Italian and Arabic in Libya are constantly changing.

In addition, education in general is in a period of transition in the Maghreb countries, and the systems which are evolving are still ill-defined.

The principal difficulty we encountered in compiling this bibliography was that, apart from governmental publications, material is not easily obtained. Much recent material has not yet been classified, and many texts are published outside the country. This is particularly true for Libya.

We do hope, however, that these issues will be useful not only to educators and students, but also to those who have a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

A 1. "Le Colonel Boumedienne évoque la relève des enseignants étrangers en Algérie" (Colonel Boumedienne calls for relief from foreign teachers in Algeria). Le Monde. Paris. June 29, 1966.

Colonel Boumedienne stated, among other things, that Algeria should form her own scholars, her own teachers, and her own techniques as this is the only way to achieve real liberty.

A 2. "La langue française occupera une place privilégiée" declare le ministre Algérien de l'Education (The French Language Will Occupy a Privileged Position declares the Algerian Minister of Education). Le Monde. Paris. August 3, 1963.

The Minister states that most of the Algerian teaching cadres have received French intellectual formation. In so much as the replacement of these teachers cannot be assured, we will be led to use the French language. In any event the French language will hold a privileged position.

M 3. "La Question Scolaire au Maroc: Problème Technique et Enjeu Politique" (The Scholastic Question in Morocco: Technical Problems and Politics in Play). Maghreb No. 17. September-October 1966.

The article is based on a press conference held with Dr. Benhima, Minister of National Education, April 6, 1966, on the subject of a new scholastic doctrine for Morocco.

Discussed here are the bases of this doctrine, its technical aspects and the political background.

4. "Colloque Sur l'Enseignement Au Maroc, du 13-30 Avril 1964" (Colloquium on Education in Morocco, April 13-30, 1964). Maghreb No. 4. July 1965.

The program of this colloquium, held under the Presidency of King Hassen II, included a discussion of the political tendencies which have evolved since independence.

It is noted that the majority of the participants are of ISTIKLAL tendency and of modern formation. Statistics on the budget of the Ministry of National Education are included in the appendix.

M 5. Thabault, R, "IO Ans d'Enseignement Au Maroc" (Ten Years of Education in Morocco). Revue de Travaux de l'Academie des Sciences Morales et Politiques. France. I955.

From I945 to I955, France attempted to orient Moroccan education toward channels suitable to an evolving economy and to effect a spiritual reconciliation between Moroccans andFrench.

T 6. Bou Alaq, Abdal-Aziz. "Al gard min al uquba" (The Purpose of Punishment).An nasrat at tarbawiya (Pedagogical Bulletin).. November 2I, I965. Tunis. pp.. 59-65.

The opinions of educators differ on the purpose of punishment. However most see it as a way to change the student's attitude without turning him away from the basic goals of the school. Such punishment would be for infraction of the school rules, failure to do homework or lack of attention in class. The author sees punishment as a prevention from future acts more than a cure for them. Several kinds of punishment are discussed in the article such as the reprimand, detention in the classroom and change of seats. These methods are employed before corporal punishment is used. However, corporal punishment is rejected by most pedagogues and is banned in most Tunisian schools.

T 7. At Tozeuri, Ibrahim.At tarbiyat al mustarika (Co-ed Education). An nasrat at-tarbawiya (Pedagogical Bulletin). No 53, January I967. Tunis. pgs 5-I0..

The role of women in society is changing to one of more equality with that of men, hence this change should be reflected in education. This article discusses coed, or mixed, education on all levels in Tunisia. Questions raised on the subject are many..Does mixed education actually exist in Tunisia? To what degree? Does.

Tunisian society accept it? And what are the responsibilities of educators in this regard? The author tries to answer the questions in the article.

According to him, coeducational education exists in varying degrees; for example, classes in primary schools may be separated but field trips might be mixed. Though the majority of teachers in Tunisia accept mixed instruction, it is slow in being implemented because of human, material and technical motives and perhaps because mixed education has never been precisely defined by officials concerned.

T 8. Khalf, Abderrazak. "Bayna at-taswig wa badl al jahd" (Between Motivation and Effort). An nasrat at-tarbawiya-at-talim al-ibtida'i . (Pedagogical Bulletin -Elementary Education). No. 58. June 1967. Tunis. pgs. 35-37.

The ability of the education to understand the tendencies and desires of children is a large measure of its success. The problem is compounded on account of wide differences among students which make it more difficult to adopt one system of teaching. This article discusses both the behaviorist approach and the more traditional "pressure" approach. The first school of thought holds that instruction must be based on consideration of the student and his feelings. The student cannot be "force fed." The second school believes that the student ought to be tailored to the instruction; in other words, he has to be forced to learn-just as life forces him to learn. The author deplores the extremes of either philosophy and believes that the educator should adopt the best elements of each in forming his method of instruction.

T 9. Hamileh, Mohamed. "Bayna ad-dika wat-ta allum" (Between Intelligence and Learning). An nasrat at-tarbawiya-at-talim al ibtida'iya (Pedagogical Bulletin Elementary Education). No. 57. May 1967. Tunis. pgs. 29-32.

Often the success of a student is attributed to mere intelligence, forgetting the part that education plays in crystallizing his talents. This article defines learning as the obtaining of facts unknown previously and their subsequent application. There

are two categories of learning. One is conscious, in which facts are deliberately learned; the other is habitual or unconscious and is determined more by the individual's environment. Then the author lists the conditions necessary for the imparting of education: 1. efficiency on the part of the teacher in presenting the material; 2. understanding of human nature; 3. intellectual freedom and objectivity; 4. enthusiasm and ability in subject matter; 5. a sound definition of the goal to be obtained; 6. adjustment of the material to the goal and to the student; 7. control over all steps toward the goal; 8. the elimination of artificiality from school life.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

M 10. "Le Service d'education de base" (The Service of Basic Education) Confluent. Rabat. April 1958.

This article gives insights into the fundamental educational activities of the Moroccan Ministry of National Education.

M 11. Ben Bachir, M. "Le Progrès de l'Enseignement Populaire Musulman" (The Progress of Moslem Popular Education). Confluent. Rabat. April 1958.

An account is given of the efforts made by Morocco since independence to develop Moslem public education.

M 12. Wizarat at-tarbiyat al-wataniya wal-funun al-jamila (Ministry of National Education and the Fine Arts). "taftis asatida at-talim at-tanawi" (Inspection of Secondary School Teachers). Circular no. 1125. Rabat. November 8, 1967. p. 13.

Circular 1125 is addressed to the following officials: inspectors in the area of secondary education, representatives of the Minister of Education regional inspectors and the headmasters of secondary schools.

The bulletin pertains to the organization of the inspection of professors teaching courses in Arabic and Islamic religion in the observation sections, first

stage secondary level. Subsequent pages of the bulletin contain the outline for the organization of inspection for the year 1967-1968. Listed are the districts within Morocco, the courses to be inspected, the categories of teachers to be inspected, names of the inspectors and the institutions under their jurisdiction.

T 13. Kitaba ad-daula lit-tarbiya al-qaumiya (Secretariat of State for the National Education). "Inbi-atina at-tarbawimundu al-istiklal".(Our Pedagogical Revival Since Independence). Tunis. Ad-diwan at-tarbawi (Pedagogical Office). 1963 184 pages,

A detailed study of Tunisian education and pedagogical problems since independence, this work begins with a brief description of conditions before independence and stresses the fact that educational reform is one pillar in the ten year plan for national development..That such problems as the extent and place of religious education are particulary Tunisian and demand solutions tailored to the country is brought out in Bourguiba's speech of June 25, 1958. This speech was the basis for a concerted effort in the structural reform of education.Subject matter includes ways of promulgating reforms, the re organizing of instruction on all levels, teacher training and the ten year plan for educational reform. Toward the end of the work are found statistics which cover many aspects of education in Tunisia as well as the text of the law of November 4, 1958 and an appendix on instructional methods.

EDUCATIONAL STATISTICS

M 14. Ben Jalloun, Abdelkrim. "Les Perspectives de la Rentrée Scolaire" (The Perspectives of the Beginning of the School Year), Bulletin Economique et Social du Maroc. Rabat. October 1959.

Tableaux are included here giving enrollment figures, for all degrees of education.

M 15. "Les Etudiants Marocains" (The Moroccan Students), La Vie Economique (Economic Life) 9.2.64. Casablanca.

Percentage of students by chosen fields, and statistics on the Moroccan scholarship program are recorded here.

T 16. Kitabat ad-duala lit-tarbiyat al-qaumiya (Secretariat of State for National Education). Hautuyat at-talim li-buldan al-maqrib al-arabi al-kabir. (Revue of Education in the Greater Maghreb). No. 1. Tunis, 1968. 74 pages.

This booklet is a result of the conference on education held in Tunis in February 1966 by the ministers of Education of Morocco, Algeria, Tunisia and Libya. In it are statistics on education in those four countries for the academic year 1966-67. Included are total numbers of students for each type of institution as well as tables which disclose number and population of government, foreign, or privately run schools. For each country there is also a section which gives information on the organization of education. This part includes statistics on hours spent during the year for different courses, sections, and departments within the institutions and a list of certificates and diplomas offered.

T 17. Statistiques de l'Enseignement Secondaire (Secondary School Statistics), Annual Statistics in Tunisia p. 18-19.

Student teacher ratio in Primary and Secondary schools, Students by grade and nationality, Students enrolled in the "cours complémentaires" by nationality and subject, Student-teacher ratio in the "colleges

zitouniens"; students by grade in the "colleges" zitouniens"; Schools of education: number of schools, the number of classes and the number of students enrolled; Teachers listed by nationality and also by subjects taught, are among the subjects discussed.

STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA

M 18. "Arrcte du Ministre de l'Education Nationale des Beaux-Arts, de la Jeunesse et des Sports" (Decree of the Minister of National Education, Fine Arts, Youth and Sport). November 3, 1965, No. 2766. p..1510.

This decree modifies the governmental order No. 649-64 of September 21, 1967 concerning the regulation of the curriculum and examinations required for a degree in Science.

STRUCTURE OF EDUCATIONAL ORGANIZATION

Primary Education and Extracurricular Activities

M 19. Damville, P., Postel, L. 'Bachir et Ses Amis (Bachir and His Friends), Paris: Bernard Nathan June 1962.

This book is composed of short readings on different subjects of interest to children and is followed by questions, grammar and elocution exercises.

L 20. Wizarat at-tarbiya wat-talim (Ministry of Education). Mabadie'al ulum wa masahid at-tabiya (Principles of Science and Natural Phenomena). Damascus: al-matba al jadida (New Press), 1967. 116 pages.

In this text for fifth year primary students the authors profess the following aims: to make science a living subject, dispel superstition, demonstrate connection with other endeavors, develop a logical means of problem solving, promote outside activities, bring in experiments and audio-visual aids, promote a scientific attitude and pleasure in the study of science and finally, to propose a notebook compiled by each student. Major

subjects outlined in the text are agriculture, Libyan crops, domestic animals, insects, local manufacturing, water and life, and finally, a section where the students list plants, animals and weather phenomena which he observes. Diagrams and illustrations supplement the text.

M 21. Wizarat at-tarbiya wat-ta`lim (Ministry of Education). Mabadi al-ulum wa masaiid at-tabiya (Principles of science and natural phenomena). Tunis: as-sarikat at-tunisiya lit-tauzi (Societé Tunisienne de Diffusion), 1967. 124 pages.

In this text for sixth year primary students the authors profess the same goals as in the previous text of the same title: to make science a living subject, dispel superstition, demonstrate connection with other fields, develop a logical means of problem solving, promote outside activities, bring in experiments and audio-visual aids, promote a scientific attitude and pleasure in the study of science, and finally, to propose a notebook compiled by each student. Major subjects covered in the text include the following: agriculture in Libya, botany, indigenous animals, the weather, natural phenomena, local industries and finally, a section for the student to record weather phenomena and list the plants and animals which he observes. Diagrams and illustrations supplement the text.

L 22. Wizarat at-tarbiya wat-ta`lim (Ministry of Education). Al-jugrafiya (Geography). Cairo: Dar al-kitab al-arabi (Arab House of Books), 1967. 204 pages.

The aim of the authors in this geography for sixth year elementary pupils was to present facts about Libya and other Arab countries as well as on physical geography in general in a manner easy to grasp. Pages 1-49 discuss physical geography: the [illegible]s movement and the seasons. Pages 49-118 are devoted to Libya. The last part of the work discusses the other Arab countries; first those of the Middle East (including Palestine) and then the Maghreb. The work contains thirty maps as well as black and white illustrations.

L 23. Wizarat at-tarbiya wat talim . (Ministry of Education). As-saha jism al-insah (Health-Man's Body). Damascus ; Al-matba'a al-jadida (New Press).1967. 54 pages.

This work was written as a basic health text for sixth year elementary students in Libya, In compiling the text the authors considered the following goals :-to emphasize health as a practical matter, to encourage outside reading and study, to emphasize good health habits, to implement the keeping of a health notebook based on the students own experiences and observations. to outline principles of first aid and to suggest the formation of school health clubs. Subject matter includes skeleton and posture, the digestive and excretory systems, injuries and disturbances, animal and insect bites, the respiratory system and ailments pertaining thereto, and asphyxiation, burns and poisoning..Exercises are inserted at the end of each lesson..

T 24. Zayn al-Abadine, Mohamed and Others. Nusus fitarikh Tunis (Readings on the history of Tunisia). Tunis : Ad-diwan at-tarbawi (Pedagogical Office). 1966. 71 pages..

Written for fifth year elementary students, this book is meant to supplement lectures of the teacher more than to serve as a complete text. The aim of the authors is to encourage student participation by oral exercise and readings as well as to supplement and focus on the major points of the lesson by documents and a summary. Profusely illustrated, the work covers the entire range of Tunisian history, from prehistoric man to the present. Subject matter includes primitive man , the ancient Libyans, Carthage, the Romans, the rise of Islam, the Aghlabite, Fatimid and Hafsid dynasties, the Crusades, inventions and discoveries, the entrance of France, the struggle for independence, and Tunisia today..

T 25. Zayn al-Abadine, Mohamed, and others. Nusus fi-tarik tunis. (Readings on the history of Tunisia). Tunis: Ad-diwan at-tarbawi (Pedagogical Office), 1967. 107 pages.

The sequel to the work bearing the same title, Nusus fi-tarik tunis was written as a text for sixth year elementary pupils. Again, the aims are similar: to encourage student participation by oral exercises and readings as well as to supplement and focus on the major points of the lesson by documents and a summary. Beginning with Carthage the work covers most of the major events, movements and dynasties in Tunisian history discussed in the previous volume. However, the texts are more detailed and the exercises more difficult, as commensurate with the program for the sixth year.

T 26. Ben [illegible]ouna, Abd ar-Rahman and others. An-nusis al-jadida fi al qira (New passages for reading-one of several parts). Tunis: Mansurat afriqiya lit-tauzi (Publications africaines de distribution), no date given, 293 pages.

The aim of this book, say the authors, is "for reading and only reading". Written for fifth year elementary students, the work is divided into such far ranging topics as school life, animals, seasons of the year, village and town life, human problems and emotions, and patriotism. Many selections relate to the Tunisian or Arab environment and are written by contemporary authors while others are set in strange lands of former times. Each selection is followed by an explanation and a set of exercises.

T 27. Ben-[illegible]ouna, Abd ar-Rahman, and others. An-nusis al-jadida fi al-qira'a (New passages for reading one of several parts.) Tunis: Mansurat ifriqia lit-tauzi (publications africaines de distribution), 1966. 336 pages.

Written as a reader for sixth year elementary students, An-nusis al-jadida fial qira'a is a continuation of the work used by fifth year students. As in that volume this book contains selections which range from tales from the Koran to cosmonauts. Many of the stories of selections center around events important to Tunisians

or Arabic speaking people in their history and daily life. Such selections serve to imbue the student with an appreciation of his own culture. Other selections seek to stimulate awareness of other cultures on the part of the young reader as well as to broaden his horizons.

T 29. Bakir, Mohamed and Mohamed Bashir-Murad. Iqra (Read). Part II. Tunis: Kitaba ad-daula lit-tarbiya al quamiya, Ad-diwan at-tarbawi (Secretariat of State for National Education, Pedagogical Office), 1965. 133 pages.

In part one elementary students gain a knowledge of Arabic letters by reading and writing short sentences and words. Part two of Iqra presents second year elementary students with short, voweled readings on subjects familiar to them. The aim is to increase vocabulary and build a foundation of grammar comprehension. Subject matter includes life in the home, at school, in the city, travel and animal stories. Each reading is followed by an exercise divided into a section on composition and dictation as well as short questions based on the text.

T 30. Ash-Shabeny, Mohamed. Kitab at-tarikh (Book of History). Part II. Tunis: Mansurat ad-diwan at-tarbawi (Publication of the Pedagogical Office), 1964. 111 pages.

Part II of Kitab at-tarikh is a history of what is now Tunisia, from Phoenician Carthage to the present. It was written as a text for sixth year students. Whereas part one deals with the same subject in terms of overall major developments, part two goes into greater detail. Major events in European history which affected Tunisia are also included. The work is divided into 26 lessons. In addition to the text of each lesson are illustrations and maps accompanied by questions as well as exercises at the end of the chapter.

31. Dubascoux. "Notre ami le livre" (Books are our friends). Tours. Barcla. 1959.

This textbook contains everyday readings in French for French-Arabic schools in North Africa and Arabic speaking countries. The book is used in the second year of the elementary course and the first year of the Cours Moyen.

T 32. 10 ans de Promotion Sociale . Publication of the Secretariat of State for Youth, Sport, and Social Affairs.

Children's clubs exist for children of ages 6 to 9. Counselors help to organize various activities which encourage intellectual, esthetic, physical, moral and social personality development. In addition to reading, singing in groups, dancing, and playing games the children can draw and paint, make pottery, etc. Audio-visual methods are also used to give children useful fundamental knowledge of hygiene, nutrition, accident prevention, and child care.

Secondary Education and Extracurricular Activities

T 33. Bakir, Abdal Wahab, and others. An nahwa al arabi (Arabic syntax), Tunis: Ad-diwan at-tarbawi (Pedagogical Office), 1962. 214 pages.

This work was compiled for second year secondary students, and with recent pedagogical reforms in mind. Thus the authors sought to present the difficult subject of Arabic syntax in as easy and short a way as possible. By including large sections on application to remind the student that Arabic is a living language the authors hoped to meet their aims "without changing the spirit of Arabic". Subject matter of this volume includes the following: general remarks, word placement, nominal and verbal clauses and the important elements in those clauses.

T 34. Bakir, Abdal Wahab and others. As saf al-arabi (Arabic Grammar) Tunis: Ad-diwan at-tarbawi (Pedagogical Office), 1962. 257 pages.

As-saf alaarabi was written as a text for use by first, second and third year secondary students in their study of Arabic grammar.. With the aim of giving the student the "elements of the basis of thought and invention and to broaden the range of his linguistic upbringing". The authors present the material in two ways: by demonstration and example and by exercises meant to crystallize the rules of grammar in the mind of the student.

The work is divided into three main sections, one section for each year, according to the official program designed by the Ministry of Education. There are forty two chapters in all, which cover in general the basic elements of Arabic grammar.

T 35. Grell, J.; Cherif, M.; Khalfallah, T. "De l'impérialisme à la décolonisation (1881-1960) (From Imperialism to Decolonialization). Secretary of State for National Education). Tunis.

The present handbook is designed for the pupils in the sixth form of secondary school. It is the result of a collective effort of Mr. Touhami Khalfallah who dealt with the lessons on the Islamic Revival, the Mediterranean East, and the French colonization of the Maghreb; Mr. Mohamed Cherif, who dealt with the national rising in the Maghreb; and Mr. J. Grell who dealt with industrial civilization and capitalism, scientific and technical progress (1880-1914), economy, art, culture and the first World War.

Directed toward the advanced sixth form pupils, the book is the study of civilization facts rather than of historical events, with the emphasis on a historical process of evolution.

The authors treat the subjects of Islamic history, Islamic Revival, and Nationalism in the Maghreb in depth because precise information on these subjects is lacking.

A section is also devoted to recent events which have not previously been treated historically.

T 36. [illegible]i, Mohamed, and others. Usul ar-riyadiyat (Foundations of Mathematics). Tunis: Mansurat ad-diwan at-tarbawi (Publications of the Pedagogical Office), 1964. 303 pages.

As the title indicates, this book outlines basic concepts of mathematics. Intended for use by first year secondary students, usul ar-ridadiyat begins with a discussion of measures. After devoting a large section to plane geometry, the work covers other mathematical subjects such as scales, measures of time and the movement of bodies. The last section is concerned with money and the figuring of interest and principle. Lessons followed by a summary and sets of problems.

T 37. Kitaba ad-daula lit-tarbiya al-quamiya, ad-diwan at-tarbawi (Secretariat of State for National Education, Pedagogical Office), Nusus adibiya (Literary passages) Tunis, 1964. 128 pages.

Written for second year students in the "college moyen" this edition of nusus adibiya resembles other volumes in this series in that it presents a large selection of readings designed to awaken the students' awareness of his environment as well as exposing him to Arabic literature. Passages in this volume are by more contemporary writers and include such figures as Ahmed Amin, Khalil Gibran, Taha Hussein, and Habib Bourguiba. Subjects range from life in the home, village and town to inventions which have radically altered man's environment. The work is divided into three sections: the world of feelings, emotions, and reminiscences; occupations and the worker; and great human inventions. Pages 119 to 128 contain six selections of more difficult readings.

T 38. Kitaba ad-daula lit-tarbiya al-qaumiya, ad-diwan at-tarbawi (Secretariat of State for National Education, Pedagogical Office). Nusus adibiya (literary passages). Tunis: 1963 203 pages.

This volume of nusus adibya was written for first year secondary students. Considering that year important in the formation of the student, the authors chose their selections with the purpose of instilling an appreciation in the reader of the world around him. To stimulate observation and broaden horizons representative examples of well-known Arabic writers such as Taha Hussein, Ilya Abu Madi and Mohamed Hussein Haykal were chosen. The selections were also made with the idea of exposing the student to good Arabic and to relate his studies in that field with other disciplines such as history, science and geography. The work is divided into three parts: Man and his condition, Man and his place among other organisms, and Man in the universe.

T 39. Kitaba ad-daula lit-tarbiya al-qaumiya, ad-diwan at-tarbawi (Secretariat of State for National Education, Pedagogical Office). Nusus adibiya (Literary passages). Tunis. 1965. 541 pages.

Written for sixth year secondary students, this particular volume of nusus adibiya contains selections by twentieth century Arab writers. The 412 pages are devoted to the prose and poetry of the following Middle Eastern writers: Hafiz Ibrahim, Maruf Arrasafi, Mikhail Naima, Ilya Abu Madi, Taha Hussein, Tawfi El Hakim, Mahmad Taymur, and Abu al-Kassem Chaabi. The remainder of the work features Tunisian writers and is divided into two parts: prose, and political poetry. Authors included are Tahar Haddad, Mohamed Al-Aribi, Ali Adduaji, Mahmoud Messadi, Habib Bourguiba, as well as nine other poets.

T 40. Kitaba ad-daula lit-tarbiya al qaumiya, ad-diwan at-tarbawi (Secretariat of State for National Education, Pedagogical Office). Nusus adibiya (Literary Passages). Tunis: as-sarika at-tunisiya lit-tauzi (Tunisian Distribution Company), 1965. 191 pages (part one).

This work features selections from the prose of Al Jahiz and poetry of Al-Mutanabi and Abu Firas. These three men were prominent literary figures during the Abassid period. The selections were made by teachers of Arabic literature in the various secondary schools throughout Tunisia and compiled by the Pedagogical Office. They were chosen not only to reveal the viewpoints of the writers in prose and poetry, but also to enable students to obtain an idea of the political, social and intellectual life of the Abassid period. Also included are selections by contemporaries which shed further light on these three literary figures. Nusus adibiya was published as a text for fifth year secondary students.

T 41. Kitaba ad-duala lit-tarbiya al-qaumiya, ad-diwan at-tarbawi (Secretariat of State for National Education, Pedagogical Office). Nusus adibiya (Literary Passages). Tunis, 1963. 237 pages.

The second volume of the 1963 series, this edition of Nusus adibiya was compiled for second year secondary students. Again, the overall purpose of the selections is to increase the sensitivity of the student to the environment around him: however, subject matter is more local, dealing with such topics as village and town life, rural life, and national affairs. Through this volume the student is brought to a greater awareness of the social and economic problems concerning his country and the efforts made in the national development. The book is divided into two parts: social and economic life and daily affairs.

M 42. "Le Rentrée Scolaire au Maroc" (The Return to School in Morocco) Maghreb No. 12 November-December 1965. pages 19-22.

This detailed report focuses on the arabization of the first year of the Cours Moyen, the priority accorded to technical and agricultural training in secondary education and the problems of recruitment in the Faculty of Arabic Literature and the Faculty of Medicine at the level of higher education. Statistics are included.

L 43. Wizarat at-tarbiya wat-ta-'im (Ministry of Education) tarikh libiya fil-asr al hadit (History of Libya in the Modern Age). Damascus: al-matbaa al-jadida (New Press), 1967. 167 pages.

This book was written for third year "preparatory" students and covers Libyan history from the Ottoman occupation to the present. In the introduction the authors emphasize the belief that history is a living thing; they seek to imbue the student with a sense of a common heritage, an appreciation for those who suffered and liberated the country from its occupiers, and a realization of Libya's ties with the rest of the world. Major subjects include the Ottoman nation, the Ottomans in Libya, European and Italian imperialism, Libya's struggle for independence and a summary on Maghreb history. Also inserted are two chapters on the independence movement in the Sudan and the Suez Canal. Maps and illustrations supplement the text.

L 44. Wizarat at-tarbiya wat-ta [illegible]n (Ministry of Education). Al-ulum al-amat was s ca (General Science and Health). Tripoli: Maktaba al-farjani, 1966 178 p.

As in the preceding volumes bearing the same title, the authors profess the same goals in this text for third year "preparatory" students: service to country and the Arab world, understanding of scientific phenomena, utilization of science in the exploitation of resources, en in pro uction, development of a scientific attitude, service to man and appreciation of the great men of science--especially Arab scientists. Principle subjects include: the influence of science in production and its betterment, science and the level of health, science and disease, and science and environment. Each unit contains a set of exercises and is supplemented by diagrams and illustrations.

L 45. Wizarat al-marif (ministry of Education) Jugrafiya libiya wal- magrib al-arabi (Geography of Libya and the Maghreb). Cairo: Dar al-marif (house of knowledge) 1962. 242 pages.

Feeling the need for a work written in Arabic on the subject of North African geography and a text for first year secondary students, a group of secondary school teachers met and compiled this descriptive geography. The first half of this book is devoted to Libya. Besides emphasizing its importance in the Arab world it discusses terrain, climate, indigenous flora, people and civilization, important centers and lines of communication, natural resources and agricultural and industrial production. The last half of the book covers Morocco, Tunisia, and Algeria in much the same manner but in briefer fashion. Included are maps and tables as well as exercises at the end of each chapter.

L 46. Wizarat al-maarif (Ministry of Education). Al ulum al-amat was sihha (General Science and Health). Tripoli: Dar matabi as-sarq (Eastern Presses), 1965. 223 pages.

In this general science text for first year "preparatory" students, the authors profess the following goals: service to country and the Arab world, understanding of scientific phenomena and their causes, utilization of science

in exploitation of resources and production, development of a scientific attitude, service to man, development of problem solving skills, and appreciation of great men of science--especially Arabs. Some of the major headings are water and life, fresh water, irrigation, water organisms, wind, atmospheric pressure, wind as a means of transport, phenomena of wind, the dwelling, and first aid. Each unit contains a set of exercises and is supplemented by diagrams and illustrations.

L 47. Wizarat al-maafif (Ministry of Education). Tarikh libiya al-arabiya wal alam al-islami (History of Arab Libya and the Islamic World). part two. Tripoli: Maktaba al-farjani, no date given, 180 pages.

This work is a general history of the rise and spread of Islam in Libya and in the other Arab countries, written for second year preparatory students. The authors wished for students to be imbued with pride in their heritage and to realize Libya's part in the Arab world. Heavy emphasis is placed on factors which Arabs have in common, and by discussing past cooperation and unity the authors hope to instill this spirit of unity in the student. Major subjects include the Arab community, larger Arab countries, origins of the Arab world, Islamic civilization in North Africa and the Crusades.

A 48. Documentaton Francaise (French Documentation). Alger republicain et la Jeunesse (Republican Algiers and Youth) 11/16/1963.

This article is devoted to the moral and political education of Algerian youth. It gives a description of working methods and general organization of youth groups such as the National Union of Algerian Students, the J.F.L.N., the S.M.A., Sports clubs, and others organized by young workers in towns and country.

49. "La Faculté de Médecine d'Alger devient l'Institut des Sciences Médicales" (The Faculty of Medicine of Algiers becomes the Institute of Medical Science). Paris: Le Monde. October 28, 1964.

The Algerian leaders, like others of the third world, would like to bring about a thorough reform of medical studies.

A 50. Benoit, Jean Le débat d'Alger" (The Debate of Algiers) Combat January 1, 1964.

The subject of the article is the role of the French language in the culture of Algeria. The positions of those who support and those who oppose intellectual regionalism are detailed here, as well as the current controversy surrounding theatrical art. It is contended that foreign theatre does not correspond to the needs of the Algerian public.

A 51. M'rabet, Fadela. Les Algériennes (Algerian Women) Paris: Maspero. 1966.

The author of this book did her university studies in Science at Strasbourg and, together with her Algerian husband, currently teaches in a lycée in Algiers.

This book treats the evolution of the Algerian woman and devotes several detailed chapters to her education, and her professional formation. Statistics are given in support of the authors conclusions.

Vocational Education

M 52. Boucherat, F. "Les Problèmes de la Formation Professionnelle au Maroc" (Problems of Professional Training in Morocco). Hommes, Terre, et Eau. March 1964 p. 389-404.

The United Nation' methods of professional training are discussed and evaluated here.

M 53. Tahiri, M. "Formation des Cadres -Orientaton de la Jeunesse" (The Formation of Cadres-the Orientation of the Young), Al Isti lal 9/13/1958.

This article is rich in detail. Special emphasis is placed on the relationship of education to production.

Attention is drawn to [illegible] of technical education and its advantages, notably remuneration. The importance of technical education is closely tied to the needs of the country.

T 54. "Professional Training" 10 ans de Promotion Sociale 1956-66. Palermo 1967. pp. 90-118. Charts and photographs included.

- The National Institute for Formation and Professional Perfection was created by the Secretary of State for Youth, Sports, and Social Affairs. The institute has organized programs of preapprenticeship, apprenticeship, adult professional training and professional improvement.

Details are given on each program: the aims, activities, number of centers and students enrolled, and future plans.

T 55. "Enseignement technique: Annuaire Statistique", Statistiques de la Tunisie, 1958-59. (Technical Education: Annual Statistics from the Book of Statistics of Tunisia, 1958-59,) p. 20.

---Number of schools, classes and pupils.
---Faculty in technical schools and their nationalities.
---Results of final exams, CAP or Training Certificates.
---Competitive examination to become:
Extra technical teachers
Technical assistants
Technical instructors
To enter the School for Staff
To enter the "Ecole Normale"

T 56. Decret no. 65-519 du 20 novembre 1965 du Secretariat au Plan et à l'Economie Nationale. 23/11/65. p. 1524. mentioning the Statutes of the National School of Cooperation.

This School trains technical supervisors as well as managers of co-operative stores thereby contributing to the expansion of co-operative education and research work in this field.

Higher Education

57. "Algérie: rentrée de l'université" (Algeria - The Opening of the University). Paris: Le Monde. Nov. 11, 1964.

This article discusses the efforts made by Algerian authorities to Algerianize the professional sector, and to arabize education.
Statistics are given.

58. "Le gouvernement Algérien projette de former quatre mille médecins en 10 ans" (The Algerian Government Plans to Train Four Thousand Doctors in 10 Years). Paris: Le Monde. January 14, 1965.

Three schools of Medicine have been opened in Algeria, at Oran, Constantine and Annaba, as well as a National Pharmaceutical bureau.

The urgency of the situation caused by the shortage of medical practitioners is stressed.

59. Waardenburg, Jean Jaques. "L'Algérie". Les Universités dans le monde arabe actuel. vol. I, text. Paris: Mouton and Co., 1967. pp. 139-146. Bibliography pp. 315-6.

This short article summarizes the state of higher education in Algeria. The largest institute of higher education is the Université d'Alger, which began as a medical school for the military in 1832. At the same time Arabic courses were started in Algiers, and in 1848 the Académie d'Alger was founded. These endeavors expanded until the law of December 20, 1879 created three new faculties: law, science, and letters. The actual university was created in 1909. As of 1965 there were 24 faculties or institutes connected with the University. Statistics are provided on the number of students and teachers. In addition the names of 19 other institutes of higher learning and science are listed. A bibliography appears on page 315 of the text.

A 60. "Problèmes de formation des cadres" (Problems in the Formation of Cadres). Revue de Presse no. 109, Algiers. November 1966.

This article is concerned with the effects of a lack of specialized professors on the level of higher education in Algeria. The question posed is "Will higher education be sacrificed?"

L 61. Waardenburg, Jean-Jaques. "La Libye". Les Universités dans le monde arabe actuel. vol. I, text. Paris: Mouton and Co., 1967. pp. 211-213. Bibliography pp.327-8.

This work, which discusses and documents the condition of higher education in the Arab world, includes a short chapter on Libya. There are three institutes of higher education in Libya: The Islamic University of Sayyid Muhammed Ibn Ali as-Sanussis, founded in 1960 at Baida, The University of Libya, created in 1954 at Tripoli, The Higher Polytechnic School founded with the aid of UNESCO in 1961 near Benghazi. Many students also go abroad for their higher education, many to Egypt. Statistics on student registration at the university for 1962/63 and 1963/64 are shown.

M 62. Waardenburg, Jean Jaques. 'Le Maroc". Les universités dans le monde arabe actuel. vol. I test. Paris: Mouton and Co., 1967. pp. 214-221. Bibliography pp. 328-30.

This work, which discusses and documents the condition of higher education in the Arab world, includes a chapter on Morocco. As in all the other Arab countries, higher learning centered around religion. As such, the Karawiyan Mosque gave courses throughout the centuries, starting in 859. The first higher institution in the modern sense of the word was the Institut des Hautes Etudes Marocaines; founded in 1912 in Rabat. In 1920 a second type of institution was created with the merging of the Centres d'Etudes Juridiques of Rabat and Casablanca, and in 1940 a Centre d'Etudes Supérieures Scientifiques was formed at Rabat. However an actual university wasn't formed until 1959, after independence. Then, the Université Mohammed V was created by decree. Included in the article are a list of other institutes of higher learning and statistics on professors and students. A bibliography is found on page 328.

M 63. "Reflexions sur l'installation d'une Université Moderne à Rabat" (Reflections on the Establishment of a Modern University at Rabat), Faits et Idées. Rabat: June, 1958.

Authors question the philosophic orientation which will be given to the modern university.

M 64. Capelle, G. "The University and Society in Morocco" Science and Freedom. Manchester. November 1959.

The author examines the characteristics of the new Moroccan university and the role it should play in the country.

M 65. "La Cité Universitaire aide-t-elle les hommes de demain à se comprendre?" (Is the Cité Universitaire Helping the Men of Tomorrow to Understand Themselves?), Confluent. Rabat. October 1958.

Both Moroccan and French students were interviewed on the topic of the relations between the diverse communities at the Cité Universitaire (student living quarters) at Rabat.

M 66. El Alam. "L'Enseignement Universitaire" (University Education) Press Review n. 109. November 1966.

In the opinion of this editorialist, higher education in Morocco is being neglected, the University of Morocco uses poorly the Moroccan professors and even those from abroad. This negligence can be attributed, perhaps to the poor condition of the physical facilities.

The opinion is expressed here that the University of Morocco should not be only a part of the Ministry of Education.

M 67. Gravier, L. "Realisée grâce à l'Aide De Fondations Privées Américaines l'Université Américaine de Tanger doit accueillir en automne 1968 ses premiers etudiants." (Realized thanks to the Aid of Private American Foundations, the American University of Tangiers should Welcome its First Students in Autumn 1968), Le Monde. 5/16/67.

This institute, of which the fundamental language will logically be English, faces the modern University Mohammed V, soon to be completed.

The advantages and dangers of conflict provoked by this initiative are underlined.

T 68. Waardenburg, Jean-Jaques. "La Tunisie" Les Universités dans le monde arabe actuel. vol. I, text. Paris: Mouton and Co., 1967. pp. 291-298, Bibliography pp. 359-63.

This work documents and discusses the state of higher education throughout the Arab world. The chapter on Tunisia gives a brief history of the various institutes of higher learning, most of which are under the aegis of the University of Tunis. Other establishments outside the University are the Ecole Nationale Supérieure d'Agriculture, l'Ecole Nationale d'Administration, L'Ecole des Beaux Arts de Tunis, Le Conservatoire de Musique et d'Arts Dramatiques as well as various scientific institutes under the jurisdiction of different ministries. Included are statistics on the number of students and diplomas given in the faculties. Pages 359-62 contain a bibliography on higher education in Tunisia.

T 69. Le C.E.R.E.S. April 1962. (The C.E.R.E.S. - Center of Studies and of Economic and Social Research - is connected with the University of Tunis, and publishes la Revue du C.E.R.E.S.

The Center is an organization created in 1962, of scientific coordination between the sections of study and research. It has, as its goals, to initiate young university students to scientific research, to bring about an annual or more frequent program of research work, and to aid in the promotion of humanities research as well as cooperation among the disciplines. Four sections are included: demography, economy, linguistics and sociology.

T 70. Annuaire Statistique. Educational Statistics. pgs. 21-23.
- Number by school and discipline: Institute of Higher Studies, Ecole Normale Supérieure, Ecole Supérieure du Droit (Law), Centres d'Etudes Economiques (Centers of Economic Study), Ecole des Beaux Arts (School of Fine Arts).
-Distribution among these different institutions by nationality and discipline.
-Number of Tunisian students enrolled in French universities.
-Results of the examinations.

ADULT EDUCATION

71. Qui a Lu Lira (Whoever Has Read Will Read). Paris: Etudes Sociales Nord Africaines (North African Social Studies). 1963. Dépot I.P.N. March 1966-440-61.

This text was designed for the teaching of reading to adults. The vocabulary works are composed of elementary syllables and a French-Arabic vocabulary list is included at the end of the book.

A 72. "L'Avenir du bilingualisme et les difficultés financières inquiètent les instituteurs d'Algérie" (The Future of Bilingualism and Financial Difficulties Concern Algerian Instructors). Paris: Le Monde. June 6, 1963.

The topic of the article is the difficulties of French professors in Algeria, especially in regard to the Arabization process.

73. Manage, L. Ali à Paris (Ali in Paris). 1er livret. 42 pages. Editor and Date of publication not mentioned. Found at the Institut Pédagogique National.

This book was written for North Africans working in France. Its end is to teach them to read, write, and speak French correctly. The presentation is unique as the left hand page includes reading exercises, while the right hand page is reserved for language and vocabulary ideas.

T 74. Attia, Mo[illegible]med. "At-tarbiyat al-ijtima'iya wa daur[illegible] fit-taa'[illegible]ud" (Social Education and its Role in Cooperation). At-tarbiyat al-ijtima'iya. (Social Education), vol. I, no. 2. February 1955. Tunis. pp. 15-21.

Since independence, Tunisia's problems in the field of development have, if anything, increased. Grave problems exist in the social, economic, and cultural spheres--the most serious of them is illiteracy. The point of this article is the connection between economic development, which in Tunisia is based to a large extent on the cooperative movement, and the education of a largely illiterate population. Along with the propagation of literacy, the government wishes at the same time to imbue the population with ideas which induce an atmosphere of economic progress.

M 75. "L[illegible] Formation Professionelle au Maroc" (Professional Formation in Morocco). Afrique. October 1963, pp. 11-12.

Under state supervision industrial development companies are occupying themselves with the "Moroccanization" of industry by fighting illiteracy and training accountants, administrators, and staff at all levels.

TEACHER TRAINING

M 76. Wizarat at-tarbiyat al-wataniya. "Takwin rijal at-ta-lim" (Formation of Teachers). At-tarbiyat al-wataniya vol. III no. 1 (March 1962) Rabat. pp. 40-43.

At the writing of this article, professional formation in Morocco was a matter of grave concern. Enrollment in elementary schools multiplied four times between 1956-1961 to about 1 million pupils. Recruits from teacher training schools could not meet the need. even under the 5 year plan for expansion. By expanding training facilities it was estimated that 2400 teachers could be graduated by 1965, but that the 1964 need for elementary teachers would be about 3400. Thus steps were taken to increase on-the-job training. The article also discusses needs in the technical and secondary levels of education. The following reasons were given for the scarcity of secondary teachers: Period of training, lack of motivation, scarcity of people involved on the University level.

77. Maslaha a-tarbiyat al-ijtima'iya (Board of Social Education). 'Al-multaqa al-maqrebi haula mahwal ummiya wat-tarbiya" (The Maqreb Conference on Literacy and Adult education). At-tarbiyat al-ijtima iya (Social Education). vol I no. 4. November 1965. Tunis. pp. 26-37.

This article is a resumé of the Maghreb conference on literacy and adult education held in Tunis in October 1965. This conference was based on the preceding Teheran conference on illiteracy and UNESCO programs. Among the problems discussed were the difficulties of Arabic, the lack of a coordinated program, apathy and the lack of adequate statistics on illiteracy--though it was estimated that between 65-80 % of the males in the four Maghreb countries were illiterate and as much as 95 % of the females. The following resolutions were passed by the conference: 1. to form a permanent committee for the region, 2. to set up experimental programs, 3. to exchange results among the countries, 4. to affirm the Teheran recommendations, 5. to establish links with other institutes of learning. 6. to seek further assistance from UNESCO in these aims, 7. to simplify the teaching of Arabic and the forms of the letters, 8. to thank UNESCO for aid already rendered.

TEACHING AIDS

78. Ad-Dababi, Mahmoud. Wasa'it al-idah wa makanatiha fit-ta'lim (Educational Devices and their Place in Instruction). An-nasrat at-tarbawiya a--ta'lim al- ibtida'iya. (Bulletin Pedagogique-elementary education) no. 55. March 1967. Tunis. pp. 8-9.

This is a theoretical article on educational devices in which the author attempts first to define "devices" or "means". A "device" is an instrument used for attaining a goal or realizing a desire. It need not necessarily make that goal easy to reach, but in order for it to be useful, three conditions must exist: 1. there must be a connection between point of departure and goal, 2. there must be some correspondance between tendencies and goals, 3. the device should be exploited to the fullest. In order for the device to place the student in contact with the goal or aim the following conditions are necessary in using the teaching aid: 1. evaluation of the goal, 2. operational efficiency of the device (it shouldn't be distractive), 3. expertise of the operator, 4. use of the device not beyond the desired goal, 5. moderation in use, especially if the lesson requires many aids, 6. ability to stimulate thinking.

79. Allezaud, R. "Algérie: Les transistors, peuvent-ils remplacer les professeurs?" (Can transistors Replace Professors?) Combat. October 10, 1962.

The possibilities for radio and television in the field of education are discussed here- advantages and disadvantages, techniques and psychological aspects.

RELIGIOUS EDUCATION

T 80. Kitaba ad-duala lit-tarbiya al-qaumiya, ad-diwan at-tarbawi (Secretariat of State for National Education, Pedagogical Office). at-tafkir al-islami (Islamic Thought), Tunis. 1965. part one 129 pages.

Written for sixth year secondary students, part one of at-tafkir islami is an introduction to Islamic thought and its major currents. The book contains two sections, of which the first begins with a discussion of the Koran and the difficulty of interpretation. An outgrowth of this difficulty was the establishment of the principle of fiqh (jurisprudence). After defining some differences between thought and practice in fiqh section one ends with a chapter on the effect of Greek philosophy on Islam. Section two then deals with intellectual movements and schisms within the religion, among the most important being the Mutazilites, Al-Ashariya, the Ismaelites, the Qarmatians and the Brothers of Purity.

T 81. Kitaba ad-duala lit-tarbiya al-qaumiya, ad-diwan at-tarbawi (Secretariat of State for National Education, Pedagogical Office). at-tafkir al-islami (islamic Thought) part two. Tunis 1965. 147 pages.

Written for sixth year secondary students, this book is a sequel to part one, which discussed Islamic thought. Part two is written in the same vein, only this time personalities are discussed in greater length. After concluding with the movement of the Brothers of Purity, begun in part one, the work launches into a chapter on Al-Kindi, among the first of the philosophers who incorporated Greek thought into Islam. The work then concludes with the life and thought of three other Islamic philosophers: Al Farabi, Avicenna, and Al-Ghazali.

T 82. Kitaba ad-daula lit-tarbiya al-qaumiya, lajna min al-asatida. (Secretariat of State for National Education, Committee of Professors). At-tarbiya al-islamiya (Islamic Education). Second Series. Tunis. 1964. 368 pgs.

At-tarbiya al-islamiya was written and compiled as a basic text of religious education for second-year secondary and preparatory students in Tunisia. Divided into twenty-six chapters this work gives detailed explanations of the Five Pillars of Islam and their practice..

In composing the book the authors sought to adhere to the five following principles: to unfold the Koran and the Sunna in such a way as to bring about student appreciation of their texts; to provide an analysis of sari'a as a body of interpretation; to describe devotional practices and means of worship; to append the lessons with a summary and exercises; finally, to enhance the lessons by additional selections.

T 83. Kitabat ad-daula lit-tarbiya al-qaumiya (Secretariat of State for National Education). Al-ijtihad wat-tajdid (Ijtihad and Innovation). Tunis: Société Tunisienne de Diffusion). 1967. 410 pgs.

This work is the last of a series in Islamic education written for secondary students. The major goals of the authors are two: to demonstrate how sari'a (Islamic law) came to encompass the entire range of human affairs and to imbue the student with the spirit of his Moslem heritage. Ijtihad the major topic of this work, is the doctrine by which Islamic scholars may formulate independent judgements on legal or theological questions on the basis of the four "usul" (Wehr) : the Koran, Sunna, analogy and consensus. Principal subjects covered are ijtihad; the ijtihad of the Prophet and his companions; various schools of ijtihad - the Makikite, Shafi'i and Hanbali; traditional ijtihad; finally, the movements of reform.

T 84.. Kitaba ad-daula lit-tarbiya al-qaumiya, ad-duvan at-tarbawi (Secretariat of State for National Education, Pedagogical Office). At-tarbiya al-islamiya (Islamic Education). Tunis: Société Tunisienne de Diffusion. 1965. 225 pgs.

<u>At-tarbiya al-istamiya</u> was written as a text for

first-year secondary students. In compiling this work, the overall goal of the authors was to arouse in the student a consciousness of the importance of Islam as a cultural heritage and as an integral part of his personality. Topics include a definition of religion and the meaning of the word "Islam," the relation of Islam to daily life the meaning of God and the life and revelations of Mohamed.

In order to reinforce what the student has learned, the authors have added a summary, a set of exercises and additional readings relating to the text at the end of each lesson.

ARTISTIC EDUCATION

T 85. Maslaha at-tarbiyat al-ijtima'iya (Creation of a Board of Fine Arts). "Tahqiq ma'maslaha al-funun al-jamila (Social Education). Vol. No. 4. November 1965. Tunis.

The authors of this article believe that, given Tunisia's stage of development, one of the most important duties of the government is to encourage the fine arts. Accordingly, the Board of Fine Arts was established in 1957 under the aegis of the Secretariat of State for Cultural Affairs. This article reproduces an interview with Salah Mahdi, the chairman of the Board of Fine Arts.. The interview covers the following subjects concerning branches of the board and institutes which it has established such as the National Institute for Music and the Dance, the National Center for Popular Arts, and the Rachidia Institute of Tunisian Music. Also discussed are future projects of the board.

SPECIAL EDUCATION

T 86. "Les Animatrices Familiales et Sociales" (Family and Social Animators). 10 Ans de Promotion Sociale 1955-65. Palermo. 1967.

In 1960 a corps of "animators" was created by the Secretary of State for Public Health and Social Affairs in conjunction with the National Union of Tunisian Women, and a program conceived with the help of UNICEF for the purpose of educating rural women in hygiene, child care, sewing, kniting and home management.

Tableaux are included giving statistics on the activities of the animators for the years 1960-1964, and their activities by governorship, also a breakdown by year of the progress of the program of nutritional education in the country which has been undertaken in the country.

T 87. "Le Service Social" (Social Service) 10 Ans de Promotion Sociale. Secretariat of State for Youth, Sports and Social Affairs. Palermo. 1967.

The National School of Social Service was created in 1964 for the training of social assistants. From 1967, this school will train 30 assistants per year to be placed at the disposal of public or private social service organizations.

"Social Service"organizations include the Creches, Jardins and Clubs d'enfants, the Villages d'Enfants for orphans, the Center for the Blind at Sousse which offers professional training to the blind at the level of secondary school.

Mention is made of therapeutic programs for children with orthopedic handicaps and centers for the re-education of mental defectives, juvenile delinquents, and unwed mothers.

COOPERATION

A 88. "Un Accord sur l'education entre l'UNESCO et le gouvernement algérien" (An Educational Agreement Between UNESCO and the Algerian Government). Combat. October 10, 1962.

By the terms of this agreement, UNESCO will help Algeria recruit teachers.

A 89. "L'Algérie voudrait recruter 4.000 enseignants français de plus. De nombreux avantages materiels sont offerts aux candidats" (Algeria Would Like to Recruit 4,000 More French Teachers. Numerous Material Advantages Are Offered to the Candidates). Paris: Le Monde. March 2, 1965..

The teachers sought would be employed in state institutions. A list of the benefits offered by the Algerian government is included.

A 89. Marin, G. "Deux jeunes couples d'instituteurs français perdus dans la montagne Kabyle" (Two Young French Couples Lost in the Kabyle Mountain). Paris: Le Figaro. October 23, 1962.

Upon their return they said that they had been welcomed as friends by the village and consequently had decided to teach their students the history and geography of their country.

A 90. Pautard, A. "15.000 enseignants assurent la rentrée scolaire en Algérie" (15,000 French Teachers Assure the Opening of School in Algeria). Paris: Le Monde.

Details are given in this article on the second school year since Algerian independence.

The two organisms which are responsible for education in Algeria are: 1) The Ministry of National Education and 2) The French University and Cultural Office.

L 91. An-nadivat at-tarbawiya li-buldan al-magrab al-arabi al-kabir/an-nadwat al-ula (Pedagogical Conference for the Maghreb Countries - The First Conference). Document 2. Tunis. February 15-20, 1967. 7pgs.

This document records the presentation of the Libyan delegation in regard to the situation of Arabic instruction in that country.

During the Italian occupation Arabic was limited to the subjects of religion and of the language itself, and was taught primarily in the Kuttab. During the British-French military occupation, increased nationalist aspirations encouraged the expansion of Arabic instruction in primary schools. After independence, reforms were undertaken to modernize the teaching of Arabic by introducing more contemporary media of instruction. Today, instruction in the elements of Arabic occupy 41% (14 lessons) of classroom time per week during the first two primary years. During the third and fourth year 38% (12 lessons) of classroom time is devoted to Arabic.

This decreases to about a quarter of the school-work on the secondary levels. Also, a wider selection of texts in Arabic is available and the formation of Arabic teachers is undergoing expansion.

M 92. "An-nadwat at-tarbawiya li-buldan al-magrab al-arabi al-kabir - an nadwat al-ula" (Pedagogical Conferences for the Maghreb Countries - The First Conference). Document 7. Tunis. February 15-20, 1967.

Document 7 from the first in a series of Maghreb pedagogical conferences, reproduces in summary form the speech of Professor Abdelsalam Yasin, a delegate

from Morocco. In his opinion textbooks should not be viewed as the most important element of teaching. Instead, they serve as an authority and source of review by the student after the class.

A comparison was made recently among books in Arabic used in Morocco and Tunisia and French textbooks of the same level in the light of vocabulary. However, according to Mr. Yasin this comparison did not necessarily reveal the usefulness of the texts. The activity of the Maghreb countries in textbook revision shows, nonetheless, the concern for vocabulary reform and other facets (500 new texts in Arabic were published during the last ten years in North Africa).

A discussion of the speech follows.

T 93. "An-nadwat at tarbawiya li-buldan al-maghrab al-arabi al-kabir - an-nadwat al-ula" (Pedagogical Conferences for the Maghreb Countries - The First Conference). Tunis. Document 1. February 15-20, 1967. 6 pages.

This circular contains the text of the opening speech, given by Mahmoud Messadi, Tunisian Minister of Education. After welcoming the delegates he reviews briefly the conference held by the ministers of education of the four Maghreb countries in 1966. In that conference they sought to define educational goals and how to achieve them, then agreed to continue exchanging results of research and experiments carried out in their home countries. The rest of the speech discusses problems of the Arabic language in connection with education.

Arabic as a medium of communication to the majority of society and as a repository of knowledge is extremely important; nonetheless, the need exists to make it a more "living" language. With that in mind Mr. Messadi considers a review of Arabic texts imperative. He notes the following defects: the limited number of texts in Arabic, the lack of more contemporary subject matter, and the need to tailor vocabulary more consistently to the level of the student.

T 94. "Ijtima 'ul-haiat al-istisariya al-magrabiya lit-tarbiyat wat-ta'lim" (Meeting of the Maghreb Advisory Committee for Education). Document 1. Tunis. February 14, 1967. 2 pages.

This bulletin is the first in a series of documents resulting from the pedagogical conference held in Tunis, February 15-20, 1967. Participating in the conference were educators and representatives from the ministries of education of Morocco, Algeria, Tunisia and Libya. The circular contains a list of persons on the advisory board and members of the conference.

SPECIAL PROBLEMS

A 95. "L'effort algérien de scolarisation et d'alphabetisation" (The Algerian Scholarization and Alphabetization Effort). Paris. Le Monde. February 2, 1965.

The program calls for the massive recruitment of semi-qualified monitors who are trained, in a series of traineeships, administered by French professors.

A 96. "Les difficultés de l'arabisation en Algérie" (The Difficulties of Arabization in Algeria). Combat. August 28, 1966.

Arabization in Algeria is held back by a lack of instructors qualified to teach the Arabic language.

The article sets out guide lines for rapid progress in teaching Arabic to the Algerians.

A 97. Viratelle, G. "L'Algérie s'efforce de maintenir l'enseignement supérieur à un niveau équivalent à celui de la France" (Algeria Strives to Maintain a Level of Higher Education Equivalent to that of France). Paris. Le Monde. November 17, 1966.

According to one of her professors, the Algerian University resembles at the present time the "manteau d'Arlequin à dominante française" (a multi-colored patched coat with one predominant color which corresponds to the dominant position of French in the patchwork Algerian educational system.

M 98. Buttin. "Ombre et Lumière Sur le Maroc: La Promotion Féminine" (Shadow and Light on Morocco: The Promotion of Women). Confluent. June 1962. Paris.

Success has met Morocco's initial efforts in the field of feminine promotion, as the ends of basic education and the creation of cooperatives have been achieved.

Unfortunately, Morocco has reached only 2% of her feminine population and her efforts in this field must be intensified.

M 99. Hazzar-Zeghari. "La Femme Marocaine et Sa Préparation à la vie Familiale et Professionnelle" (Moroccan Women and Their Preparation for Family and Professional Life). Confluent. Paris. September-October 1962.

The present situation of both tutal and urban women in Morocco is discussed in this article. The scholariz tion rate remains low and there is a lack of professional training..

The perspectives and policy of the future are to press on toward total liberation of women.

M 100. Massar, F. "L'émancipation de la Femme" (The Emancipation of Women). Confluent. Rabat. April 1958.

The subject of this interview with the President of the Infant Protection League is the first steps taken to raise the literacy rate among women and to combat polygamy.

M 101. Thabault, R. "L'instruction pratique au Maroc" (Practical Instruction in Morocco). Revue des Deux Mondes. Paris. June 1956.

In 1944 the goal of the state was the creation of an educational system of training badly needed elites. Illiteracy has decreased in the Moslem population and, thanks to technical education Morocco has her own engineers.

T 102. Al-Qarmadi, Salah. Durus fi[illegible] al-'arabiya (Studies in Arabic Phonetics). Tunis: Markaz ad-dirasat wal-buhut al-iqtisadiya wal-ijtima'iya (Centre des Etudes et des Recherches Economiques et Sociales). 1966. 221.

Inspired by the studies of Cantineau and Fleisch in Arabic phoneticsm the author felt the need of a study on this subject in Arabic. The result is a detailed and scholarly treatise which deals with every aspect of the Arabic sound system.

Beginning with general observations on human speech and the development of a phonetic system, the author proceeds to discuss the formation of Arabic letters the organization of vowel markings, syllable structure, intonation within words and sentences and the rhythm of the Arabic language.

Several approaches are utilized to impart the material: descriptive, developmental, phonetic, exercise and quotations from original sources and authorities on Arabic.

T 103. At-Tarabulsi, Mohamed. "Muqawama al-ummiya" (The Struggle Against Illiteracy). Al-Murabbi (The Educator). Vol. II, No.4. June 1957. Tunis. pgs. 4-5.

In this article on illiteracy, the author is pessimistic about progress in eradicating this problem up to the date of writing. The reason for this failure to progress, he avers, lies in the lack of a definite program for teaching illiterates. Accordingly, he sets down a ten-point program which he considers to be a practical solution to illiteracy: 1) development of persistence and consistency, 2) participation by government and industries, 3) establishment of centers in rural areas and mobile units for remote districts, 4) the presentation of courses during working hours, 5) providing penalties for absenteeism from the courses such as a reduction in wages, 6) the finding of competent teachers who come from the region concerned and who perhaps work in the same place, 7) the drawing of teacher's salaries from the unemployment and municipal budget, 8) the establishment of procedures for this kind of education from the Ministry, 9) the accompaniment of lectures by student participation in reading and discussion, and 10) the mixing in of technical education with the lessons pertaining to the occupations of the students.

T 104. Bouriqa, Mohamed Habib. "Tilmid as-sanat ar-rabi'a wa wujub ma'rifa ahwalihi an-nafsiya" (The Fourth-Year Student and the Necessity of Knowing His Mental Condition). An-nasrat at-tarbawiya (Bulletin Pedagogique). No. 21. Tunis. 1965. pgs..31-35.

This article gives an insight into the mind of the secondary student in Tunisia, particularly the student of the fourth year. The author stresses the necessity of complete understanding of what motivates the student of this level in order that he may be more effectively educated. At this stage in his education, the student enters the most confusing and dangerous phase in his life, for he begins to distinguish himself from his environment. This is especially the case with girls, who generally mature sexually at an earlier age in Tunisia than do European girls. Therefore the teacher's role in providing ethical and moral values becomes more imperative.

After discussing these and other problems of adolescence, the author concludes with a list of what he considers to be the most-liked subjects of the fourth year student: manual training, sciences, mathematics, sports, history, geography and literature (these are listed in order of preference).

T 105. Lelong. "Is it Necessary to Arabize Scientific Education." Ach-Chabab. I.B.L.A. Tunis. 1956.

To refute the arguments of those favoring Arabization education, Ach-Chabab questionned seven professors of mathematics, physics and general science. The result of the interrogation was to confirm the opinion that although complete Arabization is strongly desired, it would be extremely difficult to arabize scientific education because the symbols are international.

The language itself must first be standardized so that precision can be assured.

T 106. Kitabat ad-daula lit-tarbiya al-qaumiya (Secretariat of State for National Education). Al-mar'at wal-manzal (Woman and the Home) Tunis: Al Morkaz al-qoumi li-muqawama al-ummiya wat-tarbiyat al-ijtima'iya (Center for the Struggle Against Illiteracy and For Social Education). 1962. 21 pgs.

One of a series of booklets put out by the Ministry of Education concerning social education, this work was written for women whose reading skills are on an elementary level. It is an example of the government's attempt to improve literacy skills and impart basic ideas of social education at the same time. Subject matter includes the woman's place in the home, her duties toward it and her family, cooperation within the family and neighborhood affairs.